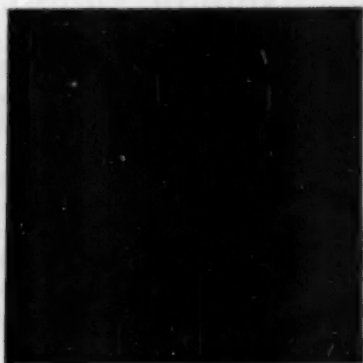
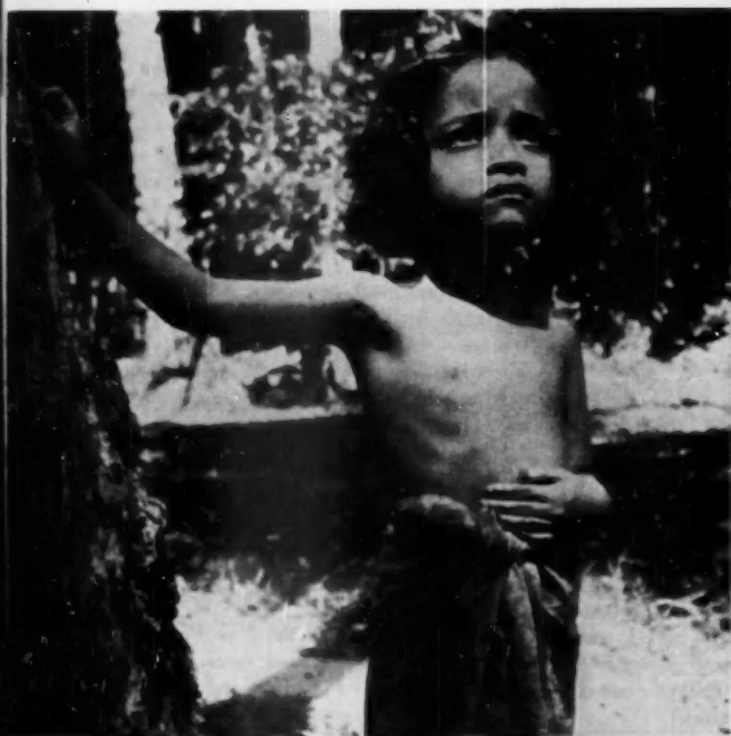


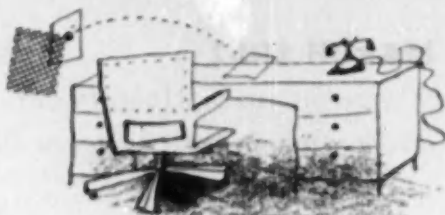
**MARCH 1951**

*A graceful young Malayan girl  
beside a jungle tree (see pages 16-17).*

## *The American Teacher*



## PRESIDENT'S PAGE



### *Federal aid conference may have achieved significant gains*

THE AFT-sponsored conference on federal aid, held in Washington, D.C., on February 17, may have achieved some significant gains. While it is too early to determine how much effect such a "sounding board" meeting may have on the many organizations and groups concerned with federal aid, it is not too early to report the enthusiastic acceptance by all participating groups of the forthright, objective approach made at this conference.

More than 70 organizations participated, and the full day's conference was attended by over 150 individuals representing diverse viewpoints. A full report of the meeting will be presented later, but we may begin even now to utilize the present climate of cooperative approach.

Certainly divergent viewpoints are strongly supported by these groups, just as we support our convention decision on federal aid and press for enactment of our proposals. At no time prior to February 17, 1951, however, was there greater willingness to exchange viewpoints in order to ascertain just what kind of general federal aid can be enacted into law. For example, a representative of the United States Chamber of Commerce—an organization which has insisted that educational support should come wholly from state and local sources—commented that other federal aid measures had been supported as stimulating devices for the purpose of eventually raising local and state support to a basic minimum. While no temporary federal aid can solve the problem of providing adequate education in the poorer states, this comment indicates that there is not

such great inflexibility in the position held by some groups as we have heretofore supposed.

Perhaps we should be more realistic in our attitude toward federal aid. There may be specific items upon which we cannot and must not yield—even though it may mean defeat of all efforts to obtain federal aid for education. On the other hand, perhaps it is time for us to approach this issue in terms of granting to our leaders certain "limits of expendability." There is little doubt that if all organizations and groups hold inflexibly to their stated positions on federal aid, these irreconcilable concepts can prevent any general federal aid legislation in our time.

John M. Eklund

### **Proposed Loyalty Oath Quoted in Paris Newspaper**

The Paris edition of the *New York Herald Tribune* recently reprinted from the *Denver Post* an editorial on loyalty oaths for teachers. The editorial commented that loyalty oaths for teachers are "a futile and meaningless piece of hocus-pocus. No oath so enforced on a person is a guarantee of loyalty; as a matter of fact, it is the sort of mask under which enemies of democracy like to infiltrate their way into positions of influence like teaching." The editorial then states that if a loyalty oath is to be required, the one suggested by AFT President John M. Eklund is preferable. His proposed oath was then quoted. This is the oath which was published in our February issue.

**MARCH 1951**

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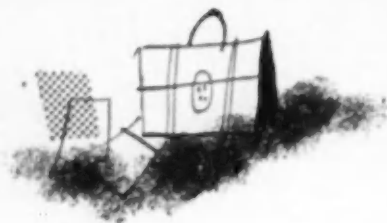
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## What Is the Teacher Worth ???

**WANTED**  
**Unskilled Laborers**  
**\$2975.00 per year**  
*Experience unnecessary*

THE above advertisement appeared a few weeks ago in one of the Chicago newspapers. While at first sight there appears to be nothing unusual in this "want ad," there is contained within its few words a succinct statement of the basic cause of the serious crisis which has faced our schools in recent years. By coincidence the amount offered as a beginning wage for unskilled laborers in this ad is almost exactly the same as the average salary of teachers in the United States at the present time. Since this amount of \$2975 is an *average*, including the low salary schedules of the poor districts, it follows that many thousands of teachers in the United States receive salaries far less than the wages paid to unskilled inexperienced laborers in the city of Chicago. Practically nowhere in the United States does a beginning teacher receive as large a salary as the amount offered for an inexperienced laborer in Chicago. In the great majority of the school districts of the nation teachers are compelled to work several years—and in many districts more than ten years—before reaching the beginning wage offered to unskilled laborers in the above advertisement.

Recent reports of the U. S. Department of Labor show that the average wage of factory

workers in 1950 was more than \$3300. This average salary for workers in industry—both skilled and unskilled—happens to be the *maximum* salary for women teachers in a midwestern city from which I am returning as I write this article. Men with families, in this city, are permitted to attain a maximum \$200 higher. War widows who are teaching or other women teachers with dependents are just unfortunate in being women.

Not long ago I had an opportunity to visit a new AFT local in a mining section of one of the eastern states. In this area the teachers were receiving about one-half the wages received by the coal miners. When we asked the teachers why they received so much less than the miners, they replied, "The miners have been organized for many years." These teachers also stated that boys "just laughed at them" when they tried to recruit them for the teaching profession. The boys replied, "Why should we teach when we can make twice as much in the mines?"

A few days ago an AFT local in a large city in New England sent to the national office an editorial from the local paper in which the writer contended that teachers should teach because of their love for children and not because they anticipate economic rewards. The author does not indicate how teaching for the love of the work can pay rent, grocery bills, and life insurance premiums—and debts incurred in preparing for teaching.

### a strange theory of school finance

A political leader in a midwestern city stated that teachers can afford to work for low wages because "most of the girls live at home with their parents and do not have to pay board and room." It is indeed a strange theory of school finance which advocates that a large share of the costs of educating children should be borne by the parents of the teachers. After parents have spent thousands of dollars to educate their sons or daughters as teachers, it is too much to expect that they will support their children economically during their professional careers as teachers.

The economic position for the teacher in the United States is indeed not a very promising one. After taking at least four years "out of

(Continued on page 20)



# In Memoriam

## Florence Curtis Hanson

**AFT Secretary-Treasurer, 1926-1935**

**T**HE death of Mrs. Florence Curtis Hanson came nearly a quarter-century after she took office as secretary-treasurer of the American Federation of Teachers. Early in 1926 the membership had fallen to its lowest point as the result of the attack which strong, nationwide forces of reaction had made upon the unionization of public school teachers.

Mrs. Hanson understood the situation, a challenge to her courage and faith. Hers was an idealism almost beyond comprehension. Her dedication to the cause was manifested by her willingness to sacrifice pension benefits when she resigned from her teaching position in the Chicago Public Schools to devote all her energy to the AFT. She wrote a fine record of achievement and progress despite disillusionments which would have broken a less rugged spirit.

Her nine years of service represented an indispensable contribution to the history of the organization during its struggle to reach the high level on which it now operates.—**FREE-LAND STECKER**, *charter member of the AFT and secretary-treasurer, 1916-1926.*

**T**HE death of Mrs. Florence Curtis Hanson on February 1, 1951 marks the passing of one of the most outstanding classroom teachers in the history of education in the United States. Mrs. Hanson served as secretary-treasurer of the AFT during one of the most difficult periods in the history of the organization. She gave of her physical strength and her able leadership far beyond the line of professional duty in serving the classroom teachers of the nation. The strength of the AFT today and its influence in national and international affairs is largely a tribute to the unfailing courage and the indomitable will of Mrs. Hanson.

Until the very end, Mrs. Hanson maintained an active interest in the affairs of the AFT. Her frequent letters to the national office and her



constant desire to subordinate everything else to the progress of the AFT were an inspiration to those who lead the AFT today. Her contribution to "democracy in education, education for democracy" will live eternally in the lives of thousands of teachers in the United States and the citizens whom they teach.—**IRVIN R. KUENZLI**, *AFT secretary-treasurer.*

**T**HE American Federation of Teachers is not so old that its members have lost touch with its beginnings. Many members in communities in all parts of the United States remember their early uncertain gropings as they advanced into unionism. Those in locals organized in the late twenties or early thirties particularly, will recall that they had frequent occasion to turn to the national office for counsel and assistance. This was at a time when with slender resources and small staff, Florence Curtis Hanson, as secretary-treasurer, served as our one full-time officer.

Saturday, Sunday, or week-day, late at night or early in the morning, union members found Florence Curtis Hanson on the job—able and eager to give them the benefit of her experience and practical advice. And—no less important—Mrs. Hanson provided in abundant measure the steady encouragement to newcomers in the union movement wherever and whenever she met them.

Florence Curtis Hanson, a teacher, worked so that the teachers of America through their own organization might live more fully as citizens and as teachers. She leaves us a challenge—a challenge to give of our energy and talents to furthering the principles of the American Federation of Teachers for the enrichment of the lives of the teachers and the youth of our nation.—**ARTHUR ELDER**, *AFT Vice-President.*

by Eliot Birnbaum

President, AFT Local 905, Syracuse, N.Y.

# TV PROGRAMS Worthy of Our Children

IT IS generally acknowledged that TV is potentially the most effective medium for informal mass education. Its effects are so realistic that its attractiveness is phenomenal, particularly to children and youth. The TV industry, however, in cashing in on this drawing power, has utterly failed to accept the responsibilities that must accompany power if it is not to be abused. The TV industry has shown a disregard for the needs of children and of the opinions of parents, teachers, and others sensitive to the needs of children.

Recognizing this, the Syracuse Federation of Teachers called a Community TV Conference in May 1950. Its purpose was to explore, evaluate, and try for solutions of the problem of obtaining for the Syracuse area TV programs worthy of the children. The response was gratifying. Many private citizens attended. Mothers' Clubs, P.T.A.'s, Syracuse University, and an organization known as the Syracuse Council of Children's Entertainment sent representatives. Several staff members of TV Station WHEN attended also.

The conference led to the following action:

1. A TV Committee was formed, to function within the already active Council of Children's Entertainment.

2. The conferees accepted the responsibility of finding sources of desirable motion pictures for TV at rentals comparable to the cost of renting the "thrillers" which have become almost standard for children's TV programs. If this is done, it is hoped, TV program directors will be unable to plead that higher costs of desirable films preclude their use.

3. A committee was delegated to explore the reactions of producers of educational motion pictures to the use of their films in TV programs for children.

The many opinions expressed at the conference centered, in general, about the following points:

1. Children's programs reflect no philosophy of responsibility towards children, although TV personnel did point out that what is being shown in Syracuse is the best—or the least undesirable—of the "thriller" and action type of motion picture. Major objections were directed at the lack of variety even in these films and at the general dearth of intellectual nourishment in the programs beamed at our children every weekday afternoon and early evening.

2. The interest-holding power of almost any TV offering, and the difficulty encountered by parents in attempts to limit televiewing or control it, indicate the potential of TV and help to accent the opportunities for good that are being wasted.

3. Although children are the "market" for these TV programs, parents still hold the purse strings and can exert pressure if necessary.

4. The static and often negative outcome of the many hours which children spend daily in televiewing is often overlooked. The results may be: a drastic cutting down in the amount of active play; loss of the socializing influences of group play; a decrease in the amount of reading and study; a deterioration in the eating and sleeping habits of many children, because of unchanneled tensions built up by the numerous "thrillers."

5. Children's education, recreation, and other activities often require supervision by qualified adults. TV is education—good, bad, or indifferent. If the solution to this problem is not to be outright censorship, with all its pitfalls, the choice of TV programs for children must be made by program directors who accept the public-service responsibilities which the TV

industry as a whole has ignored, up to this time.

These conclusions concerning the effects of TV on children were substantiated by evidence presented during the conference. Research conducted in Stamford, Conn., Homewood, Ill., Baltimore, Md., and other cities reveals that about half of the children in a TV service area spend an average of four hours daily in tele-viewing and that many children spend as much time per week in televiewing as they do facing teachers in a classroom.

Our inquiries among producers of educational motion pictures yielded one thoughtful reply—from Coronet Films, Inc. It is their position that their films are carefully prepared and known to be effective under certain conditions. They refuse, however, to release their films to TV as mere fillers, to be sandwiched into occasional unsponsored time or used in emergencies. They indicate that they would reconsider their position if a pattern of regularly scheduled educational films were established at an appropriate hour and if other conditions were met.

#### **a program of action**

A follow-up meeting to the May conference was held in October by the TV Committee of the Syracuse Council of Children's Entertainment. The meeting brought the following results:

1. An attempt is being made to follow the suggestion of a regularly scheduled daily program of educational films carefully chosen and expertly presented.

2. To accomplish this objective the use of the film library of the School of Education, and the technical aid of the Radio-Television Workshop of Syracuse University were sought and obtained. They have offered their facilities and "know-how" as a public service in helping to attain the objective of programs worthy of our children.

3. An attempt is being made to obtain a clarification of the public service requirements of the Federal Communications Commission for TV stations. If stations are required to serve the public interest in a specific portion of their broadcast time, an attempt will be made to secure this time for children's programs in the Syracuse area.

4. To insure that the TV Committee of the Syracuse Council of Children's Entertainment speaks for the community as a whole, the base of this committee is being broadened so that it now includes representatives of parents' groups, the Board of Education, the organized teachers, the School of Education, and the Radio-Television Workshop of Syracuse University, as well as private citizens.

## **A. F. of T. Summer Institute**

- WHEN?** August 5th-17th, 1951
- WHERE?** School for Workers—University of Wisconsin, Madison, Wisconsin
- WHO?** For A. F. of T. members
- WHAT?** Discussions, lectures, workshops, recreation—with A. F. of T. members and members of other unions.
- COST?** Two-week period including tuition, lodging, and board—\$70.00

**Plan to spend Aug. 5th-17th at Madison!**

Further details will be given in the next issue of THE AMERICAN TEACHER.

# Teachers and Cooperatives

by Jerry Voorhis

**I**N THE depths of the depression of the 1930's many cooperatives were organized in the United States. This was the period of greatest cooperative growth because the need was greatest.

Next to farmers it is probable that teachers had more to do with the building of these cooperatives than any other group. Success did not come easily, and some of the co-ops that were started off with high hopes are no longer in existence. But across the nation there are today numbers of thoroughly successful cooperatives to bear witness to the work these teachers have done.

Let us take a quick look at some of them.

## **teachers play important role in successful co-ops**

In 1935 a consumers buying club was organized in Emporia, Kansas. The farmers who owned a highly successful cooperative oil association allowed the townspeople to use their warehouse as a storeroom for their first supplies. They also opened their oil association to city membership. In 1936 a cooperative store was chartered which has operated successfully ever since. Its first president was Merlin Miller, a teacher at Emporia College, now Director of Schools for Consumers Cooperative Association, large midwestern regional wholesale and production cooperative. For more than a decade Dr. H. G. Lull, head of the Department of Education at Kansas State Teachers College, was a member of the board of directors of Emporia Cooperative Association. Among the most active of its members were high school teachers, and members of the faculty of Kansas State Teachers College. These teachers, needless to say, have not worked alone. Farmers and members of railroad labor unions did their part as well. But it was the teachers who gave the leadership.

*Jerry Voorhis, Executive Secretary of the Cooperative League of the United States of America, was for many years a member of the U.S. House of Representatives from the 12th District of California. His record there is one of which anyone could be proud. While he was headmaster of the Voorhis School for Boys in San Dimas, California, he was a member-at-large of the AFT. At present he is devoting his efforts to the development of the cooperative movement.*

The same story in general can be told of the Hyde Park Cooperative Society, million-dollar-a-year volume consumers co-op on Chicago's South Side. It was a group of University of Chicago faculty members, among them the present senior Senator from Illinois, Paul H. Douglas, who spearheaded organization of Hyde Park and who have to this day given it effective leadership. Two of them are present members of the board of directors, one is president of the board of the Hyde Park Cooperative Nursery School, another heads the nominating committee, and the Consumer Information Service of the cooperative is in large part the work of members of the Home Economics department of the University. Among active Hyde Park members are teachers from DePaul University and Roosevelt College, high school and elementary school teachers.

The Consumers Cooperative Society of Palo Alto, California does an annual volume of business of more than \$2,500,000 and recently moved into a new super-market which is one of the finest retail establishments in the United States. Every president of this society since its inception, with two exceptions, has been a Stanford University teacher. Other outstanding cooperative stores in California are at Berkeley (home of the University of California), Santa Monica (adjacent to the University of California at Los Angeles), Whittier (where Whittier College is located) and San Diego. In every case except that of San Diego, where members of the armed services organized the cooperative

when their commissary was closed, it will be seen that the successful cooperatives are in educational centers. At Whittier, for example, which is the smallest of these cooperatives, no less than sixteen members of the faculty of Whittier College and twenty high and elementary school teachers are active members of the cooperative. Five of the nine members of the board of directors are teachers. Berkeley Cooperative Center reports "a good representation from teachers at all levels."

Grocery stores are neighborhood institutions and it should not therefore be surprising to find that, taking the nation as a whole, the most successful cooperative stores are either the work of groups of people with common nationality or common occupational ties or else are located in natural neighborhoods—often those which center around educational institutions.

The last two presidents of the thriving cooperative at New Haven, Connecticut have been teachers, one from the high school, the other from Yale Divinity School; and when a survey of the practicability of forming a cooperative group health plan was to be made it was a teacher from the State Teachers College who undertook the work.

One of the best cooperatives in the Philadelphia area is the one at Swarthmore—largely because members of the faculty of Swarthmore College and other educational institutions in the area have, from the first, given it leadership.

#### **the story of co-ops should be taught**

If cooperatives are to become the significant factors in the economy of America which the future of a vigorous democracy needs them to be, it is not only important that *part* of the people work at the building of successful cooperatives, but also that *most* of the people be reasonably and favorably informed about cooperatives. Quite evidently, if such a general understanding and acceptance of cooperatives is ever to be achieved, the teachers of the nation will be largely responsible through their classroom work. There are many places in the curriculum—particularly in the social sciences—where the facts about the cooperative method of doing business can very logically be included.

Many teachers are doing this. Understandably enough, they are most likely to teach about cooperatives in communities where successful



JERRY VOORHIS

cooperatives are present. As Ray Theisen, manager of the rapidly growing Consumers Cooperative Association of Eau Claire, Wisconsin puts it, "unless we first convince the teachers, we can not expect them to be effective in teaching about cooperatives to others." And the one best way to convince teachers is to have a thriving, well-run cooperative as an object lesson. Consequently we find high school teachers in the Hyde Park area of Chicago adding factual material about cooperatives to their courses, whereas in other parts of the city this is less likely to take place. We find a social science teacher in Oakland, California, who belongs to the Berkeley Cooperative, devoting an entire day in her consumer economics course to presentations by speakers from local cooperatives. At Palo Alto, California, Junior High School teachers, members of the cooperative, are using film strips about cooperatives in schools, in their classes. At Rockford, Illinois, where Herbert Max and other leaders among AFT union teachers have had contact not only with local cooperative projects but with the cooperative movement nationally, the Cooperative League was invited to plan the program for the 1950 teachers institute. Other examples of a similar sort could be given. Most noteworthy perhaps is the fact that the state of Wisconsin, where cooperatives are developed to a greater extent than is the case in most other parts of the country, state law requires the inclusion of the subject of cooperative economic organization in the curriculum of the schools.

Most rural school teachers in the United States have children in their classes whose





*View of the parking lot of a big co-op center in California. Educators have taken an active part in this successful super-market operation since its inception.*

families are cooperative members. This is especially true in the Middle West, where the average rural community has one or more fairly thriving cooperative enterprises belonging to its people. More than half of the farm and rural townspeople of the nation obtain their electricity, or their farm and household supplies, or their health care, or their insurance, or their credit, or their telephone service, or several of these things, through cooperatives which they own.

#### **rural areas are best informed about co-ops**

It is hardly surprising, therefore, that most vocational agriculture and many rural social science teachers include material about cooperatives in their courses. "Co-ops" are a normal, well established, and widely accepted part of the basic culture of rural America.

In the cities it is different. Cooperative stores there confront the intense competition of the family store on one side and the nationally integrated chain store on the other. Not yet are cooperatives either a normal, or a well-established, or a generally accepted part of the culture of our cities. Cooperative food stores, for example, probably fail a little less often than do other food stores, but this leaves a good deal of room for widely heralded failures just the same. It just isn't true that, because cooperation is a good idea, cooperative businesses will therefore automatically prove successful. Ample capital, excellent management, high volume, and sound business practices are

as important to the success of a cooperative as to any other type of business.

Cooperatives are democratic economic institutions. They belong to and are controlled by their customers. This is their basic strength. But it is not a strength that develops automatically. Indeed unless there exists among a considerable proportion of the membership a real loyalty and clear understanding of the objective of cooperation it may prove more difficult to operate a cooperative successfully than another form of business enterprise. Democracy has its advantages. But they are not easily won.

Despite all this, the fact remains that there are plenty of examples of successful consumer cooperatives in American cities as well as in the countryside. Outstanding among these are the credit unions with some 5,000,000 members. In city after city, moreover, the strongest credit unions will be those organized by and for the teachers. In addition, however, are fuel cooperatives, group health plans, cooperative housing developments, and cooperative stores. And to a striking degree these successful cooperatives are located in educational communities and owe their success in large part to the work of teachers.

Hiram, Ohio, for example, is a rural community, and probably would have its successful cooperative even if Hiram College were not located there and its teachers were not numbered among the most active cooperative members.



But the same could not be said of Morning-side Heights in New York City (Columbia University) or Hyde Park, Chicago, or Berkeley, California or a number of other cities. There it has been the case repeatedly that teachers have taken a leadership in the development of cooperatives without which some of our most successful cooperatives might never have come into being.

It is difficult to find instances where locals of the American Federation of Teachers have acted as a local to build cooperative businesses. The Chicago Union Teachers Credit Union with over \$2,000,000 of assets is an outstanding but rare example of this sort of action. Southern California teachers also have a \$1,000,000 credit union but it is not an AFT enterprise. To date most of the activity of teachers in connection with cooperatives has been by individuals or informal groups rather than through union locals. What might be accomplished if resolutions of the Minneapolis and Detroit conventions were vigorously implemented by action of AFT locals remains to be seen.

It is not, however, just a question of what teachers can do to help advance the growth of cooperatives. There is another side to this relationship—the services which cooperatives can render to teachers. Midland Cooperative Wholesale, for example, maintains a whole staff department to work with teachers and schools. The department not only furnishes teaching materials upon request, but also sponsors study tours for school classes and selected students to

places of general civic interest and offers certain scholarships as well. Many other cooperatives, both regional and local, sponsor and pay for field trips for vocational agriculture and social science classes to see cooperatives at first hand, as well as other points of interest. Consumers Cooperative Association of Kansas City maintains on its staff a recreational director whose services are widely available to schools in the nine-state area which this regional cooperative serves. Teachers colleges, denominational colleges, and other educational institutions regularly call upon this cooperative for technical leadership in recreational training for both students and teachers.

Perhaps it is because teachers are likely to grasp more fully than other citizens the full seriousness of the problems our society faces that they have, largely, as individuals, been as active in cooperatives as they have been. Perhaps it is because cooperatives represent the general interest of all people as consumers that their membership is naturally concerned with "democracy in education and education for democracy" just as is the American Federation of Teachers.

The most important fact about the whole matter is, however, this: The possibilities for reciprocal assistance and for working together between teachers, especially union teachers, and cooperatives, have hardly been touched as yet. We have little conception of what might be accomplished if those possibilities were fully developed.



SALUTE TO THE CAMP-FIRE GIRLS ON THEIR 41ST BIRTHDAY.

This teen-aged Campfire Girl is teaching metal craft to a group of Blue Birds (junior members). Creative Arts is one of the Seven Crafts of the Campfire program.

*This paper, which will be published in two installments, was prepared by Dr. Axtelle under the auspices of the AFT Commission for Educational Reconstruction. Dr. Axtelle, a member of AFT Local 2, was formerly an AFT vice-president and is now a member of the AFT Commission.*

# Teacher Organization and Democracy in School Administration

by George E. Axtelle

*Chairman of the Department of History and Philosophy of Education, School of Education, New York University*

EVERYONE believes that schools should educate for democracy but very few realize what that means. Many recognize that schools educate for democracy only as they promote experience in relationships and practices which cultivate democratic skills, attitudes, and dispositions.

School administrators and others join teachers in the desire to create a democratic atmosphere in classrooms and to give children the experiences in democracy. Few of them, however, recognize that teachers must themselves experience democracy in their professional relationships if they are to provide a democratic atmosphere for their children. Only the very rare teacher can do this in an environment which is hostile to democracy. It must be understood that the responsibility for democratic education rests first with the administration, for the social and psychological climate provided by administration has a profound and pervasive effect upon the quality of instruction. The social atmosphere created by administration is of the first importance in determining the social atmosphere of the classroom. The key to democratic administration is to be found in the quality of administration.

It should be clear that the argument for democratic school administration is made primarily for the sake of children and young

people, for the development of effective, democratic citizenship, and for competent administration itself. Only indirectly is it based upon the pleasure and preference of the teachers.

We have said that effective education for democracy can exist only in a democratic atmosphere and environment. By this we mean one in which *whoever is affected by decision or policy is in some way involved in its formation*. This must apply to teachers, parents, and others in the community as well as to children.

This is not to imply that there can be general and continuous participation in *administration of policies*. Once policies have been formed, the responsibility for their execution must rest with the administration, which is in a unique position to see their involvement in the total organization and its external relations. The administration must be free to make the decisions required to carry out the policies. The members of the organization, for example, may participate in the formation of personnel policies. Actual appointments, promotions, and dismissals must be left to the administration, within the framework of settled policy. This is not to say that a sharp distinction can be drawn between policy making and the administration and interpretation of policy. They often shade one into the other.

It should be emphasized that the function of organization and administration is central in

a complex society. It is present wherever people are associated together, whether in the family, the classroom, a school system, a public or private enterprise, a political unit whether municipality, nation, or world order. It is pervasive. The effectiveness of any enterprise depends upon the way in which its parts articulate and communicate with one another and the way it relates itself with its surrounding environment. Nowhere is this function more important than in an educational institution. The effectiveness of every individual in the school or system, whether student or teacher, is conditioned very significantly by the quality of administration.

#### **effective administration requires cooperation**

We want to point out, further, that good, competent, effective administration is based upon this democratic principle. Progressive management, both public and private, is coming increasingly to recognize that at the heart of the management function is the problem of human relations. More important than the concern for buildings and equipment, source of supply and consumer outlet, the organization of production lines and production flow, is the *organization of men*. Every organization is an organization of human beings, it is a cooperative system, its effectiveness depends upon the level and quality of cooperation. The central function of administration is the constant elevation of this level and quality.

We refer to the quality and level of cooperation. *Quality of cooperation* involves the sense of belonging, of mutuality and community, of sharing the ends and purposes of an organization. This refers to the whole emotional attitude of members toward the organization, their sense of commitment not only to the general end of the organization but to the more immediate purposes, objectives, and methods of work. Devotion and loyalty cannot be taken for granted. They are rather the product and expression of the human relation throughout the organization. They are the expression of enthusiasm for the work, the institution, its objectives and its personnel.

*Level of cooperation* involves the understanding and insight into the objectives and operation of the organization. A high level of cooperation implies that the members of an organization are able to act imaginatively from the point of view of the organization as a whole, with a sense of its needs and problems. In short,

it is the capacity to act intelligently out of a realistic sense of the situation. It also implies a considerable measure of imagination, initiative, resourcefulness, and responsibility. These occur at their best only when the members of the organization have in a real way participated in the formation of policy and planning. Only on this basis are they emotionally and intellectually prepared to act with imagination, good judgment, and responsibility.

Thus the institution of a new development is understood and emotionally accepted before it is launched. In this way the members of an organization continue to grow and meet constantly emerging and novel situations, having satisfaction and even enthusiasm out of the recurring challenges to their judgment and resourcefulness. Only in this way can an organization itself continue to grow and to meet the constantly novel and emerging situations that confront it.

The significant human resources of an organization are tapped and released only in cooperation. These are the sense of devotion, of belonging, mutuality, resourcefulness, imagination, judgment. These are essentials of the high level operation of any organization. They are crucial to an educational system, for these are precisely the resources we wish to cultivate in children and young people.

In our increasingly complex society, these are the qualities that all our citizens must possess, not merely as citizens of the state but as workers at whatever level in their various organizations. Our society is one of very high differentiation and specialization, interdependence and coordination. Modern technology cannot be operated without these resources spread widely throughout the society.

#### **high morale produces best learning situation**

The index of effectiveness of any organization is the quality of morale. We are interested in teacher morale for the sake of the children whom they teach. But morale is possibly even more important to children than to their teachers. If we know anything about learning and character formation, we know that children grow best in a congenial, friendly, cooperative atmosphere. Teachers whose morale is low do not create such an atmosphere.

Much that has been said about the quality and level of morale for teachers applies equally to students. Learning is a most subtle phe-

nomenon. The use of coercion, of penalties or prizes for engaging in activities in which students have no intrinsic interest, makes for aggression or docility and insincerity. Learning and wholesome character formation occur at their best when students are wholeheartedly absorbed in what they are doing. This happens only when they have helped to share in determining what they are to do and when there is a sense of mutuality and community among the students and the teacher. In the last analysis, teacher morale involves not only teachers but students, administration, and parents. Thus, high morale would bring the public confidence and public support so important to the public school.

In short, administration is primarily concerned with social organization. A social organization is a cooperative system. The central responsibility of management is to promote the level and quality of cooperation. While this is true of all organizations, it touches the very heart of educational institutions, for the quality of learning and growth, the democratic character itself, depends upon the morale of a cooperative environment and atmosphere.

While high morale is the mark of effective organization in its total character, individually the attributes of cooperation are sociability, amiability, congeniality, reasonableness, the capacity to see a situation through the eyes of others in the situation, a readiness to share with others in the search for common purpose as a basis for decision and policy.

#### **arbitrariness is mark of incompetency**

While these attributes should be common to all members of an organization, they are crucial for the administrator. Arbitrariness, dogmatism, secretiveness, concern for status and prerogative, rudeness, aggressiveness and assertion of status and authority—these are the marks of managerial incompetence. The sooner these traits become recognized as disqualifications, the sooner administrative personnel will be chosen with discrimination. Cooperation involves mutual respect and assent. Such traits as those named above, so frequently possessed by administrative officers, provoke only disrespect and dissent. They depress markedly the level and quality of administration.

It should be noted that teaching itself is a form of management. Hence what has been said of the administrator holds equally for the teach-

er. The characteristics of the great teacher are likewise the characteristics of the great administrator. Chief among these are: a love of people, the capacity to feel imaginatively the character and situation of others, to see and feel through their character, to help people organize their resources in pursuit of common interests, to help them discover what interests are common, and to help them make the most of themselves individually and as a group. The great teacher, like the great administrator, has a unique capacity to communicate great ideas and insights. He is a consummate master of some area of competence and has the enthusiasm to fire others with interest in it and a sense of its significance.

#### **clear channels of communication are essential**

Communication is the medium of cooperation. There can be no effective communication without clear channels and media of communication, up and down and horizontally throughout the organization. Ideally, each member of the organization should be able to see the organization as a whole, both in its internal structures and operations, and in its external relations. Each performs a distinctive differentiated role. He can do this in such a way as to promote the integrity and vigor of the whole only as he can imaginatively take the role of the total organization and its major divisions. He can have a sense of belonging and commitment, a sense of devotion, only as he has in some sense shared in shaping basic policies upon the basis of understanding the circumstances to which they apply. This is possible only as the membership of the organization has participated in effective intercommunication. The development of the channels and media of intercommunication is a central function of administration.

The shift from autocratic to democratic administration will demand much social invention. The development of new administrative theory, procedures and organization is today a most exciting and important frontier. It is important because modern technology has made us a highly collective and interdependent society. Our lives are lived in groups and institutions. Our satisfactions and effectiveness depend upon the effectiveness of these groups and institutions. The problem of management is central in each of these. The very interdependence of our society demands an ever higher and higher level

and quality of cooperation and intelligence. There is no more central function in modern society than that of improving the level and quality of cooperation, the unique function of management.

The development of effective channels and media of communication calls for the highest order of intelligence and imagination. How to relate the members of an organization to one another in such ways that each will be able to see the organization as a whole, its relation to other organizations, and the interrelationships of the major aspects of the organization itself, as well as to achieve effective communication within the immediate group, calls for invention and insight of a high order. This means a different concept of administration and a different kind of administrator.

EDITOR'S NOTE: In the next installment of this article Dr. Axtelle will discuss the place of the teachers' union in a democratically administered school.

## Important Tenure Victory Won at Teachers College, Columbia

AN important tenure victory has been won in the case of Dr. George Hartmann of Teachers College, Columbia University. Dr. Hartmann, Professor of Educational Psychology, was dismissed in 1944, after many years of successful work at Teachers College. His dismissal was considered unfair and unjustifiable because there were no charges of inefficiency or neglect; on the contrary, he had been highly praised for his character and personality and for the quality of his teaching.

After a vigorous campaign by Dr. Hartmann, supported by the AAUP and the AFT, he was restored to his position in 1945. His first check was withheld, however, until he agreed to leave the college at the end of four years—that is, in 1949. Because of his economic circumstances, Dr. Hartmann felt compelled to accept this condition under protest.

At the end of the period, however, Dr. Hart-

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man brought suit on the basis of the Statutes and By-laws of Teachers College, which contain specific provisions concerning the dismissal of employees. Under the decision reached in the case, the College is to pay Dr. Hartmann \$5,250, representing full salary for a period of one year, during which time he did not receive any salary. In addition, the costs of the suit are to be borne by the College.

From the legal point of view this case is of importance in that the court ruled that the Statutes and By-laws of the College take precedence over any contract entered into by the College and Dr. Hartmann regarding his tenure of position. This decision would seem to indicate that school administrators and boards of education cannot legally circumvent tenure laws by entering into separate tenure contracts with individual members.

The Teachers College Chapter of the New York Teachers Guild, which was authorized by the AFT Executive Council to investigate tenure practices at Teachers College, reports:

"The outcome of the Hartmann case is gratifying to the members of the Teachers College Chapter of Local 2, AFT. The members of the Chapter played an important role in the development and ultimate adoption of the Statutes and By-laws of Teachers College."



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*"Three little 'maids from school'" are these neatly dressed girls of Ceylon.*



## CHILDREN

*A group of Pakistan youngsters sit outdoors pooling their efforts to master the difficult characters of their language.*

*King-size chopsticks help empty the rice bowl of this little girl in Indo-China.*







*A Siamese boy and his sister enjoy a ride on a peaceful long-horned bull.*



*This slim and graceful young girl of India has gone to the well to fetch water.*

## the ORIENT

ACME PHOTOS



*An Indonesian boy, with shoulder-strap briefcase and wide-brimmed hat, is off to school.*



"Education is a weapon," says Stalin.

# Soviet Education and the Democratic Ideal in Education

*A report of an address by George S. Counts, Teachers College, Columbia University.  
Dr. Counts is a member of AFT Local 2, New York City.*

ONE of the outstanding events of the AFT convention in Detroit was the session featuring a discussion of educational philosophy and objectives in various parts of the world.

In the February issue of THE AMERICAN TEACHER, excerpts from the address by C. H. W. Hasselriis, Director of the Danish Information Office, were published. A later issue will include the address made by Miss Muna Lee of the U.S. Department of State, whose subject was "Some Backgrounds of Latin American Education."

Dr. George S. Counts, former president of the American Federation of Teachers, who was the third participant in the symposium, made a most significant statement on *Soviet Education in Relation to the Democratic Ideal in Education*. This talk was of utmost interest to the delegates because it described in definite and concise manner the approach to education in the Soviet Union. It was timely because it gave a basis for understanding how the rulers of the Soviet Union and its captive countries continue to reiterate slogans of peace and good will, while fomenting dissension in all parts of the world.

Dr. Counts referred to the Soviet view on education, as enunciated by Joseph Stalin, in the following significant passage:

"The most important thing that anyone ever said about Soviet education was said by Joseph Vissarionovich Stalin. This was in an interview that he had with H. G. Wells a long time ago. In their discussion of education, Stalin put the matter this way: 'Education is a weapon whose effect depends on who holds it in his

hands and at whom it is aimed.' Here is the most frequently quoted statement on the nature of education you will find in Soviet pedagogical literature. *Education is a weapon*. Stalin was saying, of course, that education always has been and always will be a weapon. And so he doesn't apologize at all for making education a weapon in the Soviet Union."

**there is only one correct line**

Dr. Counts then pointed out that the direction of Soviet education is determined finally in the Politburo, the twelve member core of the Central Committee of seventy-two members, which constitutes the high command of the All-Union Communist Party of six million members. Through the Central Committee, countless resolutions embodying the one and only correct line are issued. The number and length of recess periods, preparation of textbooks, and proposals to bring education into more direct service of the State—major as well as minor matters of educational policy and administration—are determined by the Committee. Education in Russia, according to Dr. Counts, extends far beyond the schools. "It embraces the whole cultural apparatus." The press, book stores, libraries, radio, movies, the theater, and even the circus, are a part of this apparatus. It also includes all types of community organizations for children, youth, and adults, the Party itself, and professional and trade union organizations.

Dr. Counts then cited a number of specific instances, showing how educational material

was falsified according to the "line laid down by the Party high command." He referred first to the November 1949 issue of the journal, *Soviet Pedagogy*, in which there is an article by N. K. Goncharov, a leading Soviet educator, "The School and Pedagogy in the U.S.A. in the Service of Reaction," and gives this account of how information is twisted.

#### quotations are distorted

"At one place he (Goncharov) writes as follows: 'Robert Littell in his article, 'Teachers' Pay—A National Disgrace' presents the following crying facts:—'Michigan is a wealthy state but pays its teachers \$400 a year—less than the wages of the garbage collector.' Goncharov failed to give his source, but we finally discovered it in an article by Robert Littell that appeared in the October 1945 issue of *The Readers' Digest*.

"But here is what Littell actually wrote: 'Flint, Michigan, is a prosperous, progressive American community. Yet it starts its school teachers at \$400 a year less than it starts its garbage collectors.' By converting the city of Flint into the State of Michigan, by omitting the word 'starts,' and by introducing a dash in the right place, he distorts the meaning. He conveys the idea to his readers that the salary of a teacher in Michigan is \$400 a year. Now if he had given the beginning teacher's actual salary, I am sure he would have disturbed his Russian readers. After converting dollars into rubles and living costs, they would have discovered that the poor American teacher in Michigan was receiving much more than a Soviet teacher."

As another illustration Dr. Counts showed how Goncharov quoted a certain Warren as calling for the study of anthropology in order to understand the peoples of Russia and the East in general, and in order to prove the superiority of the Anglo-Saxon race over others. On this Goncharov's comment was, "Obviously, the sad history of Fascist Germany taught the American racists nothing." Dr. Counts pointed out that the article by Constance Warren in the April 1944 issue of *Education* under the title, "The Teaching of History in the Post-War World," actually did urge greater emphasis on the study of history and anthropology and the need for understanding of peoples both internationally and within our borders. There was no reference, however, to "superiority of the Anglo-Saxon race."



GEORGE S.  
COUNTS

At still another point, according to Dr. Counts, Goncharov gave the impression that eight American educators, members of a committee presenting different points of view in *Philosophies of Education*, published in 1943, came out with "a single position to support the American policy of aggression."

In this connection, Dr. Counts commented: "In his introduction Professor Brubacher of Yale writes despairingly that the members of the committee couldn't even 'come to an agreement upon what the problems of education are.'"

#### John Dewey's philosophy is misrepresented

The length to which Goncharov went in his attempt to picture American education in accord with the party line is perhaps best told in Dr. Counts' story of Goncharov's reference to John Dewey:

"You might be interested in what Goncharov says about our old friend, John Dewey. He quotes liberally from Dewey's books, if one may apply the word 'quotes' to what he does. He leaves out sentences without the customary signs of omission. He jumps from paragraph to paragraph, and throws unrelated sentences together. Then he concludes: 'Dewey is mortally afraid of the wrath of the people. As a true servant of the plutocrats, he is terrified lest the toilers establish a social order devoted to the interests of the people. Therefore he advocates that education be employed to perfect capitalist relations and the exploitation of man by man.' You may have difficulty in recognizing the portrait of the great philosopher of democracy in these lines."

Again, Goncharov is quoted as charging Dewey with dishonesty: "In vain does Dewey

pretend that he does not know what democracy is. He talks about democracy all the time. He knows very well and understands that 'democracy' à la America means persecution of workers' organizations, checking on the loyalty of employees in state institutions, race discrimination and the lynching of Negroes; the destruction of the sovereignty of peoples and states; the preparation of war against the USSR and the countries of people's democracy, etc. Dewey sees and understands all this very well. He would not be a true bond-servant of the American monopolists if he did not extol American democracy and revile the genuine democracy of eastern Europe . . ."

#### **Dr. Counts is attacked, too**

Perhaps no statement made by Goncharov was so wide of the mark as the one concerning George Counts himself: "Counts openly advocates the spread of the American system of education throughout the entire world by means of armed force." Regarding this, Dr. Counts commented that it had long been his contention that education is always a function of a particular civilization and therefore not an article of export.

#### **even dictionary definitions are changed**

If additional documentation were needed, Dr. Counts provided it in abundance. He showed how the Central Committee between 1947 and 1949 reached into the dictionaries and changed the meaning of an old word to accord with a change in political line. He told how a story, "The Adventures of a Monkey," a simply told story for children by Zoshchenko, was condemned by Zhdanov, one of the Soviet high command, with the statement, "In Soviet literature there can be no place for empty, vulgar, and ideologically indifferent works." Zoshchenko and Anna Akhmatova, a poetess, are charged with the supreme crime, "ideological indifference." As Dr. Counts expresses it, they were condemned because they were not on the firing line, using their weapons against the enemy.

An examination of these many facts cited by Dr. Counts cannot leave the reader hopeful of a speedy development of understanding with Russia, based on a frank exchange of opinion. How can there be frankness if facts, statements, and motives are systematically distorted and falsified? In his concluding statement, Dr.

Counts clearly described the nature of the problem. "Thus in the Soviet Union scholarship, like everything else, is made to serve *politika*, the policies of the high command of the All-Union Communist Party. In a way, this violation of the letter and the spirit of scholarship is more terrifying than the forced labor camps. Here is attack upon one of the finest traditions of our Western World, a tradition essential to civilized existence—the tradition of devotion to the search for the truth. And never forget that in the Soviet Union falsification is monolithic. Goncharov's untruths can never be challenged behind the Iron Curtain, unless and until the 'Party line' changes."

## **SECRETARY-TREASURER'S PAGE**

*(Continued from page 4)*

production" without any salary, during which time the prospective teacher invests several thousands of dollars in training for the job, the average teacher must work many years before receiving even the average wage of factory workers. This fact is nothing less than a disgrace in a democratic nation, the social structure of which is built upon a foundation of public education.

As long as the citizens of the nation spend many times as much for luxuries as for the education of the nation's children, it is not only a right but a duty for teachers to demand fair compensation for their professional services. Teachers, as highly skilled and highly trained professional workers, certainly deserve as much income as other highly skilled workers, plus sufficient additional income to pay for their college education and their years out of production. To attain reasonable standards of this kind, increases of at least \$1000 per year in minimum, average, and maximum salaries are needed in most school systems of the United States.

Teachers must learn, as other skilled workers have learned, that these objectives can be attained only through union organization. The tradition of the "poor school teacher" which has grown up under non-union organizations must be changed to a concept of the adequately paid teacher under union organization. Teachers do love their work but they will love it even more, and do more effective work in the classroom, when they are freed from economic worries.

*Irvin R. Kuenzli*

# Report from The Executive Council

*A summary of the most important action taken  
at the meeting of December 28-30.*



**A**LL sixteen members of the AFT Executive Council were present at the meeting held in Chicago December 28-30. Since a detailed, 207-page report of all action taken was sent to the president of each local in January, only the most important items will be summarized here.

## **education in the present emergency**

The following press release on educational needs in the present emergency was issued by the Council on December 29:

"Strong emphasis on the need for opposing efforts to curtail necessary school services under the guise of the 'defense emergency' was registered by the Executive Council of the American Federation of Teachers meeting in Chicago today. While recognizing the necessity for general sharing of necessary sacrifice in forwarding defense efforts, the Council pointed to statements of national leaders and educators that the needs of education should be given high priority in promoting the general welfare.

"Our members believe that a positive program is demanded at this time to prevent the restrictions and false economies that crippled school services during the World War II period in many parts of the nation," the Council statement declared.

"The Federation Council urged the following legislation and action at the federal, state, and local levels as necessary at this time:

"1. Salaries adequate to attract and retain competent teachers and school employees in educational service to prevent their loss to less essential services.

"2. Appropriations and materials needed to provide school housing and instructional materials for the increasing number of public elementary and high school pupils.

"In the achievement of the above objectives the AFT Council pointed out that states and local communities have done and can continue to do much. However, the Council statement emphasized that in 1947-48, from 20% to 73% of the teachers in twelve of our states received salaries of less than \$1500 a year. The 88,000 teachers in this group were thus actually receiving \$60 a year less than an unskilled worker must receive under the 75¢ hourly minimum wage law. Oscar Ewing, Director of the Federal Security Agency, has with others attested to the fact that in view of the rise in the cost of living, teachers' salaries are in thousands of instances far below the salaries obtaining in 1939 in terms of purchasing power.

"3. Maintenance of health and welfare services for children and youth.

"4. Protection of the rights of all youth to take full advantage of educational opportunities. Parents and teachers should oppose all moves to disregard attendance laws and nullify child labor legislation. Placement of boys and girls in blind alley jobs under the guise of national emergency with little regard to their future during the World War II period reacted to their disadvantage in thousands of instances.

"The need for federal aid continues to be basic to the achievement of much of this urgently needed program," the Executive Council statement concluded. "Such aid, however, should be concentrated in areas of greatest need



and for purposes which will give maximum assurance that qualified teachers will be paid salaries commensurate with their responsibilities."

**Accelerated high school program:** The Council voted unanimous opposition to making acceleration of the high school program mandatory. It approved the continuation of the present practice of permitting students to accelerate their course by taking summer school work if they wish to do so.

**Criteria for induction:** In keeping with the considered judgment voiced by representatives of the AFL and the AFT in informal conference, the Council expressed opposition to: (1) the use of any single index, such as the IQ, as the criterion for induction; (2) any form of class legislation, such as granting favorable status to the college student, which may be proposed.

**Protection for drafted students and teachers:** A subcommittee of the Council was instructed to draw up, for incorporation in legislation in the various states, clauses to protect persons drafted at various stages in their schooling or in their service as teachers.

**Standards for vocational training in the emergency and for veterans' education:** The same subcommittee was instructed to outline standards which should be maintained in vocational training for the emergency and in veterans' education, and to seek ways, with the help of the AFL, to have such standards adopted.

**Federal aid:** Plans were made to hold a conference in Washington, D.C. on February 17, to which national civic organizations would be invited to send representatives to participate in open discussion on the four issues which have delayed action on federal aid.

**Loyalty oaths:** The problem of stating the AFT policy on loyalty oaths was referred to the standing committee on the theory of tenure and academic freedom. This committee is to report to the convention committee to which this subject will be assigned.

#### **message to President Truman**

**Message to President Truman:** The following message was sent by the Executive Council to President Truman:

"The American Federation of Teachers respectfully petitions you to convey to the Congress, in your State of the Union message, the

urgency of recognizing child welfare and education as primary defense action.

"We pledge our full support to our country in defense of the tried traditions and ideas and in the protection of the life, welfare and dignity of each individual. We believe that a special responsibility rests upon the government and upon every citizen to protect the well-being of every child.

"We, therefore, especially appeal to you to ask the Congress to make full provision for the protection and well-being of the American child as a major defense measure."

#### **AFT business**

**1951 AFT convention:** August 20-24 was decided on as the time for the 1951 convention, and chairmen of the various committees were named.

**Reports of AFT committees:** The Executive Council considered the progress reports presented by the standing committees on working conditions, new media and visual aids, democratic human relations, taxation, and teachers' rights. Miss Ann Maloney also made a preliminary report for the special committee on handling tenure cases.

**Amendments to the AFT constitution and by-laws:** Action was taken on several proposals to amend the AFT constitution and by-laws. The changes recommended by the Executive Council will be submitted to the 1951 AFT convention, as provided by the constitution.

One constitutional amendment would change Article VII, Section 3, which now reads: "A group of locals, not to exceed seven in number, in the same section of the country, may jointly send one delegate to a convention, such delegate to have one vote for each local represented." If the amendment recommended by the Council is adopted, this section will be as follows: "A group of locals, not to exceed seven in number, in the same section of the country, may jointly send one delegate to the convention; such delegate shall be credentialed by each local represented and shall have one vote for each local represented."

The amendment proposed for Section 5 of the same article would add the words, "with the consent of his delegation," making the section read as follows: "A delegate leaving the convention may, with the consent of his delegation, transfer his votes to other delegates of his local



by written proxy left with the Secretary."

One of the proposed amendments to the by-laws would change the time limit for declining nominations from 1:00 p.m. of the third day of the convention to "within one hour of the vote to close nominations."

Another amendment to the by-laws would establish the procedure to be followed in case of a tie vote. To accomplish this, the following sentence would be added to Article VI, as Section 3: "In the event that the Chairman of the Elections Committee shall officially report that the balloting is indecisive, a roll call vote shall be immediately taken."

**Segregated locals:** A subcommittee of the Executive Council presented a report including several recommendations, one of which was that the policy adopted at the Boston convention and reiterated at the Glenwood Springs convention be restated.

**Assignment of organizers:** Assignments for the first part of 1951 were arranged for Organizers David Selden and F. C. Snow.

**Local 1 and per capita payments:** The Executive Council voted "to refuse any payment from Local 1, the Chicago Teachers Union, which is not in conformity with Section 2 and 1 or 3 of Article VIII" of the AFT constitution. (Vice-Presidents Fewkes, Fullington, and Maloney voted against the motion; Vice-President Borchardt was absent at the time when the action was taken; the other twelve members voted for the motion.)

This action was taken in response to a communication from Local 1 which included the following statement:

"... on Friday, December 8, the House of Representatives of the Chicago Teachers Union approved the action of our Executive Board setting our future per capita payments on the following basis until further notice. It is our intention to pay full per capita payments on the first 500 members, one-half per capita on the second 500 members, and one-fourth per capita on the balance of our membership to coincide with the voting strength accorded our local at the conventions of the American Federation of Teachers.

"The Chicago Teachers Union has taken this action as a practical means of calling the attention of the American Federation of Teachers to the present provisions of the constitution re-

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garding the distribution of votes at the conventions."

**Budget revision:** Since there was a possibility that no per capita payments would be received from Local 1, the 1950-51 budget was adjusted to the reduction in income that might result. The principal adjustments were:

1. Abolition of the Research Department. (Vice-Presidents Fewkes, Fullington, and Maloney voted against this action; the other thirteen Council members voted for it.)

2. Giving six months' notice to the Research Director; during these six months she would receive her regular salary and would continue her services for the AFT, working on such research projects as might be assigned by the Secretary-Treasurer.

3. Omission of one issue of THE AMERICAN TEACHER.

4. A reduction in the amount budgeted for the president's expenses.

**EDITOR'S NOTE:** On February 9 the Chicago Teachers Union made its full per capita payment for November in conformity with the provisions of the AFT constitution.

## Hear Senator Paul Douglas!

The 10,000 AFT members in Illinois and those in neighboring states have an excellent opportunity to hear Senator Paul Douglas, for many years an active AFT member, discuss the problems facing the nation. On January 29 he began a series of bi-weekly broadcasts over twelve Illinois stations. The program is called "Talking It Over."

His clear, forthright analysis of events and his recommendations concerning U.S. policies, both domestic and international, have won widespread approval.

"Americans and Western Europeans sometimes seem to forget that freedom does not stop with the rights of free speech and free press. . . . Equally important, though not more important, to the billion human beings trapped in a mire of poverty, ignorance, disease, and, too often, colonial overlordship, is the freedom from want and misery."—Excerpt from an address by Dr. Isidor Lubin, American Jewish Committee.

# THE Human Relations Front

by Layle Lane

Chairman of the Committee on Democratic Human Relations



## DEBITS —

At the request of the Minnesota Council of Churches and the Home Missions Council, Dr. David Henley made a survey of church work among farm migrants in Minnesota. The report indicated that "local churches are too much under the control of the dominant economic interests to have great influence in improving the physical conditions under which the 16,000 migrant workers who came to Minnesota last year had to live." The report further criticized the general public for discriminating against and segregating the migrants, most of whom are non-white.

Pearl Buck, winner of both the Nobel and the Pulitzer prize for her books on China, was banned as a speaker at Cardozo High School's commencement exercises by Dr. Corning, Superintendent of Schools of Washington, D.C. Dr. Corning gave as his reason that Miss Buck's record with the House Un-American Activities Committee was "not clear." "I believe it is outrageous," said Miss Buck, "that a school superintendent in Washington, D.C., the capital, should be required to clear speakers with the Un-American Activities Committee, whose files are filled with unverified charges against a great many people."

Clifford Bordeaux, a Sioux Indian who was decorated during World War II for his bravery, was refused service in a restaurant in Rapid City, South Dakota. "It's a terrible thing to fight for freedom," commented Bordeaux, "and then come home and be discriminated against. Why is there discrimination against the Indian?"

The new bulletin of the Central Committee for Conscientious Objectors reports that objectors who have already served prison sentences are being prosecuted a second time and, in the case of one young man, a third time. Senator Gillette, of Iowa, the home state of two of the objectors, in fighting in their behalf, remarked: "It is unjust and unreasonable to send conscientious objectors to jail twice for refusing to comply with the law."

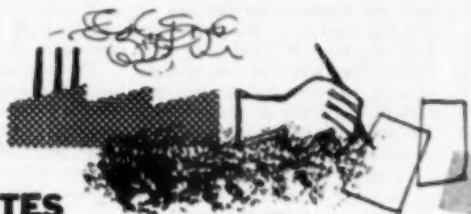
## CREDITS +

The U.S. Court of Claims granted a judgment of \$688,784 to the Menominee Indian Tribe of Wisconsin, to be paid by the U.S. Government for loss of timber in the salvaging operations of the Government after a storm on July 16, 1905. The Creek Indians of Oklahoma were also awarded \$600,000, to be paid by the Indian Claims Commission for property losses suffered during the Civil War.

The AFL Steamfitters Union of St. Louis has secured an unusual benefit in its latest contract with the Heating, Piping and Air Conditioning Contractors Association. The contractors have agreed to establish a training school for members of the union through payment of 5% of their gross payroll for straight time work (not overtime) into a Welfare Educational Fund. Union members and apprentices will be required to attend the school to learn new techniques.

School children of Puerto Rico collected a total of \$4,816.59 for Mrs. Coffelt, widow of the Blair House guard who was killed November 1. As she received the gift from Gov. Munoz Marin, she stated: "I, like any other American, cannot hate a country for an act committed by one of its citizens. I shall always remember the kindness shown to me by the Puerto Rican people."

More than 2,500 citizens of Memphis, Tennessee, both white and Negro, crowded Booker T. Washington High School to honor Pvt. Edward Cleaborn, an 18-year-old Negro soldier who lost his life saving his comrades in Korea. Lieut. Gen. Hodge, Commanding Officer of the Third Army, awarded the parents of Pvt. Cleaborn the Distinguished Service Cross for "heroism beyond the usual call of duty." In commenting on the occasion, the *New York Times* wrote: "Surely some of this goodwill must find its way into everyday attitudes in Memphis so that the two races will recognize in each other not only instances of extraordinary self-sacrifice, but the lesser virtues that enable people to get along peaceably and cooperatively in the ordinary routines of living. Edward Cleaborn would consider that a tribute, too."



by  
**Meyer Halushka**

Local 1, Chicago

## LABOR NOTES

### HISTADRUT—ISRAEL'S FEDERATION OF LABOR

ON Dec. 4, 1920, 87 men and women representing several organizations with a total membership of about 4,500 met in a small hall in Haifa and set up a united organization of Jewish Workers in Palestine. The Hebrew word for Federation is Histadrut. In Israel and, in fact, throughout the world Histadrut is always understood to be the Israel labor organization.

The Constitution that was adopted 30 years ago listed the following objectives:

1. To organize workers, both Jewish and Arab.
2. To establish and develop work opportunities in agriculture and industry.
3. To create cultural, educational, and technical institutions for the rebirth of the Hebrew language and Hebrew culture.
4. To receive, train, and care for immigrants.
5. To establish a cooperative and labor society by fostering collectives, consumer and producer cooperatives.
6. To organize and promote mutual aid institutions to aid workers who are ill or in distress.

The progress and achievements of the Histadrut in the first 30 years of its existence can be evaluated by considering to what extent the objectives have been realized.

#### organizing workers

Over 320,000 are now affiliated. Over 70 per cent of the working population and about 40% of the total adult population belong to the Histadrut. Last year alone, nearly 100,000 joined. The Teachers Union numbering over 8,000 affiliated for the first time last year.

#### creating jobs

Israel is a country poor in resources and raw materials. About half of the food and most of the raw

materials have to be imported. Exports must be developed to establish a sound and balanced economy. The Histadrut in its early years faced the task not only of organizing the workers but of training them. The newcomers came from countries where work on the land and in factories was denied them. Hence they came without skills and work experience.

The first 30 years has witnessed the development by the Histadrut of a network of industrial and agricultural enterprises that now give employment to over 100,000 men and women. The Histadrut itself is one of the largest employers in Israel.

Largest of the organization's agencies is the Solel Boneh—a contracting company for public works and housing projects. It employs over 30,000 construction workers. The Solel Boneh lays roads, drains swamps, constructs government buildings and military camps, erects power plants, and builds housing projects. It owns its own quarries for securing building stones and lime, operates its own brick factories, and in partnership possesses cement works, glass works, foundries, rubber works, and ship repair plants. About 70 per cent of all the building in Israel is done by the Solel Boneh.

Another large enterprise of the Histadrut is the Shikun—a housing company. About 25 per cent of the union members now live in homes built by the Shikun. Some of the housing projects are in beautiful Workers Garden Cities.

Last year with the aid of American trade unionists who are subscribing to Amun—a \$10,000,000 bond issue for housing—about 12,000 housing units were completed. The goal set is 50,000 houses a year.

Finding jobs is a major responsibility of the Histadrut. It maintains 68 employment offices and Labor Exchange Bureaus with a staff of 400

personnel workers. In the first six months of 1950, 80,000 were placed in jobs. Since newcomers are pouring in at the rate of 200,000 a year and about 80% are unskilled workers without any experience or training in any trade or profession, job placement is a tremendous task.

The Histadrut maintains vocational schools that turn out about 10,000 skilled workers a year.

Most spectacular has been the colonization and land settlement program of the Histadrut. There are now 486 collective and cooperative agricultural settlements known as Kibbutz and Moshava with a total population of 100,000 farmers.

Since 1948, 500,000 immigrants have entered Israel. The 256 new agricultural villages that were established have provided homes, jobs, and creative opportunities for many of these newcomers.

Today about 70% of the food grown in Israel comes from these cooperative agricultural settlements.

In the past two years, over 200 new industrial and service cooperatives have been established in the cities.

#### cultural activity

The Histadrut maintains a complete school system from nursery school through college. It publishes a daily newspaper, *Davar*, which has the largest circulation in the land. In addition there are many weekly and monthly labor publications. The publishing plant Am Oved (*Working People*) prints about 100 titles a year. About 90 per cent of the living Hebrew writers have their books published by Am Oved.

The Histadrut sponsors a sports organization, Hapael, a dramatic group, Obel, and numerous other cultural and recreational groups. To integrate the peoples of different

cultures and of no culture into the life and mood of the country, evening schools for adults and study groups are maintained in the labor centers throughout the land.

The Hebrew Renaissance in which the Histadrut has played a pivotal role has been one of the miracles of our age.

#### toward a workers cooperative society

The Kvitza is the proud contribution of Israel labor to new forms of social organization. The Kvitza is organized on the principle "from each according to his ability to each according to his need." Ownership is communal and work is democratically managed and administered. The oldest Kvitza, Daganla, has just celebrated its 40th anniversary. The 205 Kvitza flourishing today are eloquent evidence that these social and economic groups are no longer noble experiments in social pioneering, but permanent institutions.

A vast program of consumer co-operatives has sprung up. There are over 700 retail co-op stores in the towns and villages of Israel. Last year they grossed over \$50,000,000 of business.

The Histadrut has pioneered successfully in developing producer and transport co-ops. It also has secured social security provisions and improved living standards and working conditions for the workers in Israel even before the establishment of the State.

The goal of the Histadrut is a true cooperative and democratic society based on equality of opportunity, human freedom and dignity, and the common good of all.

#### mutual aid

A health insurance program known as Kupat Cholim (Sick Fund) provides medical and hospital service for 600,000 Jews and Arabs—almost half of the population. A chain of medical centers, clinics, and convalescent homes provides health services in every town, village, and farm community.

Last year Histadrut members contributed one day's pay for a fund to establish Labor Centers throughout the land for use as meeting places, reading rooms, and recreation halls.

The Woman's Division, Moatzet Hapsolet, provides child care for orphans and children of working parents. To provide accommodations for unmarried immigrants, twenty-five hotels are maintained in various towns.

The immediate major goal of the Histadrut is to mobilize all its mem-

bers and resources for the task of the Ingathering of the Exiles—to keep the gates of Israel wide open for all Jews who want to go there or must go there because they are homeless or living in places where they suffer bitter discrimination and persecution.

To make possible the absorption of the large number of newcomers, the workers of Israel have voluntarily accepted a harsh program of austerity—in Hebrew known as Tsena (not the title of the Israeli Song hit which means "come out").

As part of the austerity program the Histadrut at its last convention moved: 1) no demands for wage increases; 2) wage adjustments only for those whose wages are too low; 3) wage increases to be geared to increased productivity.

To expand the colonization and resettlement program an agency of the Histadrut, Mekorat, is laying down irrigation pipes in the Negev. The water thus made available will make fertile 100,000 acres—enough for settlement of 10,000 additional families. Its fleet of ships has been increased from one ship of 3,700 tons two years ago to 80 ships with a total tonnage of 80,000 tons today. These boats are manned by 850 Jewish sea officers and sailors.

The first thirty years of the Histadrut have been years of amazing achievements made possible by hard work, great sacrifices, resolute courage, and social vision. Israel Labor looks forward to even greater progress in the coming years, for it is prepared to face hardships and heartaches with unwavering devotion to the goals that were adopted by the founders.

#### Child labor exists despite all laws

Thousands of children who ought to be in school are working long hours at tasks beyond their strength.

Leonard W. Mayo, president of the Child Welfare League of America, reported this condition existed in 1950 despite all the laws and educational attempts to discourage child labor.

In this, "the wealthiest nation in the world," he said, "thousands of children still work long hours at tasks beyond their strength, while 4,000,000 mothers work outside their homes (3,000,000 of which are substandard) most of them to augment scanty family incomes."

In discussing the health of the children, Mr. Mayo reported that rural areas in general "reveal a shocking lack of health facilities and services."

Twelve hundred counties have no public health department "or none worthy of the name," he added.

Of the 150,000 persons committed to mental hospitals each year, 25 per cent are under 18; 100,000 children are born each year without medical care and 1,900,000 children under 15 are suffering from a chronic disease or impairment, he said.

#### ICFTU to hold parley for white collar workers

The International Confederation of Free Trade Unions will hold a world conference for white collar workers at ICFTU headquarters in Brussels, Belgium, April 18-21.

Dates for the first global gathering of nonmanual labor were set at a meeting of the ICFTU's new international consultative committee for professional, administrative, commercial, and supervisory employees.

The following categories are invited to send delegations: (1) teaching; (2) entertainment; (3) writing; (4) health services (medical practitioners, dentists, chemists, opticians, nurses, hospital staffs, etc.); (5) public and civil service; (6) industry, commerce, and communications (scientific workers, technicians, and administrative staffs).

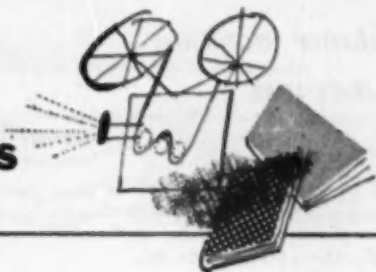
The conference will consider conditions of employment, organizational problems, and establishment of an international trade secretariat for nonmanual and professional workers.

The ICFTU now counts 52,000,000 members in 62 countries. It recently held a conference in Mexico City at which it established an Inter-American Regional Organization.



EVERY SEAL  
YOU USE HELPS  
CRIPPLED CHILDREN

## BOOKS AND TEACHING AIDS



### *geography for nine-year-olds*

#### **CROSS-COUNTRY**

By PAUL R. HANNA and CLYDE F. KOHN. *Scott, Foresman and Company, Chicago, Ill.* 1950. 160 pp. \$2.20 list.

Although *Cross-Country* is a geography for nine-year-olds, it will prove interesting to grown-ups, too. Written as a bit of fiction rather than as a traditional geography text, it immediately compels the reader's attention. It tells the story of a trip Ruth and Tom Page take with their parents from Los Angeles to Washington, D.C. The experiences these youngsters enjoy sweep the reader right along, so that together they share the fun of seeing the changes in the physical aspects of our country. What is even more important, they participate in the "man-land relationship which is the theme of geography."

The author's purpose is more than to impart facts. "An even greater purpose should be to arouse the interests and initiate the skills and attitudes which will enable a child to evaluate the geographic significance of what he does, reads, hears, sees, thinks or otherwise experiences for the rest of his life." This purpose is accomplished very skillfully. The experiences of the two children are presented vividly and dramatically. Beautiful pictures help to create the illusion of reality. The vocabulary is controlled so that the book can be read with a maximum of ease and understanding.

*Cross-Country* tells its story by means of units. The titles suggest an itinerary filled with adventure—Home in Los Angeles, Across the Desert, Through the Mountains, Across the Plains, Up from the River, Down to the Ocean, Home in Washington, D.C.

Maps are provided at the end of each unit. They are presented in such a way that the nine-year-old becomes aware of the fact that the physical features described so graphically in the trip across America are also to be found all over the world. The transition to a world point of view is made simply and naturally.

A Teacher's Guidebook is available for *Cross-Country*. It suggests definite techniques for the teacher, so that the children may derive maximum profit and joy from the book.

*Cross-Country* is delightful. It is a worthy member of the Social Studies Series: *Peter's Family* (the family), *Hello David* (the school), *Some Day Soon* (the neighborhood), *New Centerville* (the community), *Cross-Country* (the nation).

ESTHER B. AGENSKY, *Local 3, Philadelphia*

### *fifteen tested scripts for professionals or amateurs*

#### **RADIO PLAYS FOR YOUNG PEOPLE**

By WALTER HACKETT. *Plays, Inc., Boston, Mass.* 1950. 277 pp. \$2.75.

This volume, for use by young people in radio production, includes fifteen plays adapted from great stories. In his introduction to the volume, Norwin Corwin expresses regret that radio scripts consistently reject all original plays and choose rather to rehearse movies and current stage plays, while the excellent material of the past and of great writers remains neglected. Of the material in *Radio Plays for Young People* he says: "Here are adaptations of essentially excellent basic material. . . . And I only hope the legends of Sleepy Hollow and Canterbury Chase help to fill the vacuum that is now Radio for young America."

The scripts have been produced by both professional and amateur players; some have been done on networks. Improvements have been made in the scripts as a result of these production experiences. The stories cater to any type of taste and to any program need, from the amusing "My Double and How He Undid Me" and the spine tingling "The Young Man with the Cream Tarts" to "The Christmas Carol."

Directions for presentation are both clear and simple so that any amateur group could easily present satisfactory performances. The volume seems to meet well the need for usable scripts and excellent content.

### *a study of the language arts by practical educators*

#### **READINESS FOR READING AND RELATED LANGUAGE ARTS**

Prepared by a committee of the National Conference for Research in English. Published by the National Council of Teachers of English, 211 West 68th Street, Chicago 21, Ill. 60 pp. Single copy, 65 cents.

The bulletin contains five chapters, each prepared by a committee under the chairmanship of a practical educator. These chapters deal with readiness for reading, oral and written language, spelling, vocabulary, and handwriting. The pamphlet summarizes current research in a readable and helpful manner. Each chapter concludes with an exhaustive list of materials for more detailed study as well as some suggestions for areas not already covered by research.



## guidance materials

### WOMEN'S JOBS

U.S. Department of Labor, Women's Bureau (Bulletin 232), Government Printing Office, Washington 25, D.C. 88 pp. 30 cents.

Here is a brief account of jobs for young women who are trying to decide what to do. Chapters are devoted to white collar workers, professional women, manual workers, business jobs, etc.

### SOLVING SOCIAL PROBLEMS

An American Guidance Monograph. Research Publishing Co., 687 Boylston, Boston 16, Mass. 24 pp. \$1.00.

This is No. 38 in a series of fifty pamphlets, each prepared by an expert for the American Guidance Program. The monograph on solving social problems uses specific cases of an experienced counselor to show how problems are analyzed, to describe the various tests and agencies which aid in directing the individual who needs help, and to explain counsel and follow-up procedures. The concluding definition of counseling reflects the sympathetic treatment of each problem: "For what is counseling but offering a client enough mental, physical, moral, and social support and encouragement in an objective manner until he is able to make his own choices, adjustments, and interpretations . . ."

### YOUR JOB AND YOUR FUTURE

School of Commerce, New York University, Washington Square, New York 3, N.Y. 51 pp. Limited quantities free.

The booklet is designed for business men and women who show promise of advancement. There are twenty fields of business listed, along with suggestions for study to aid in achieving success in each field. A personal rating chart is also included.

## for Pan American Day

There is still time to obtain material for the observance of Pan American Day, which is celebrated on April 14. Because of the limited supply, however, the Pan American Union announces that it will send its materials only to teachers or group leaders—not to individual students. This organization has the following material ready for distribution:

1. *Poster*—19 x 25 inches, showing the flags of the American Republics in color.
2. *The Organization of American States—What It Is—What It Does*. A four-page folder containing a brief description of the OAS.
3. *The Pan American Union—Its Organization and Functions*. A companion folder to that on the OAS, describing the work of the Pan American Union as the General Secretariat and permanent organ of the OAS.
4. *Messages of the Chairman of the Council and the Secretary General of the OAS*. Brief Pan American

Day messages from Dr. Hildebrando Accioly, Ambassador Representative of Brazil and Chairman of the Council of the OAS, and Dr. Alberto Lleras Cargamo, Secretary General of the OAS.

5. *The Americas at a Glance*. Basic information on the American Republics, their population, area, capitals, and principal exports and imports.

6. *Outline Map of the Western Hemisphere*. Intended primarily for classroom use in connection with the basic information on the American Republics contained in the preceding item.

7. *Program Sources for Pan American Day*. Contains a teaching unit on the Organization of American States and sources from which program material for Pan American Day may be obtained.

8. *The House the Americas Built*. A short dramatization of the Pan American Union, suitable for use in school assemblies or for radio presentation.

9. *Cooperation—The Spirit of Pan Americanism*. A dramatization of the growth of the Pan American movement, for use in school assemblies or for radio presentation.

Teachers wishing to obtain the above material should write before April 1 to the Section of Special Events, Pan American Union, Washington 6, D.C., giving both their own name and the name of their school, as well as the address to which the material should be sent.

## STOP SAYING That Travel Is Too Expensive

You can cruise to the West Indies for what you'd spend at a resort

Passenger-carrying freighters are the secret to lower cost travel. You get large rooms, often with private bath, and plenty of good food as you cruise from port to port for as little as you'd spend at a resort.

*Trips up and down the coast, to California, Hawaii, Mexico, South America—all are within your means when you go via freighter. And so many people do go this way: physicians, teachers, business men, etc.*

One guide, *Travel Routes Around the World*, names the lines (hundreds of them), . . . is where they go (practically everywhere), what they charge, etc. It's probably the most popular travel guide ever published. Hundreds of thousands of travelers all over the world swear by it.

The big 1961 edition, now ready, also includes a brand new guide to the ports of the world. This answers hundreds of question like these:

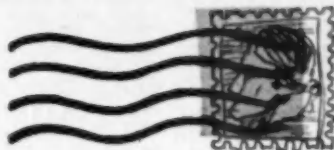
Which city is known as "the biggest city near Nowhere"? What low cost method takes you to the top of Sugarloaf Mt. in Rio? In which cities fairly near the U. S. are mosques, Hindu temples, sarong-clad natives? What would you visit if your ship stops at Haiti, Trinidad, Guatemala, etc.?

For \$1 you get all this globe-trotting information plus:

**FREIGHTER LIFE.** Plenty of photos and full description of what vagabond traveling is like.  
**WHERE TO FIND THE BEST IN THE U. S., CANADA & MEXICO.** And how to see it as nearly as a shoestring as possible. "Crammed with information," says The American Tourist.

A really big \$1 worth. Don't bother writing a letter. On sheet of paper print name & address, write "Send Travel Guides," and mail with \$1 bill to Harlan Publications, 34 Concourse, Greenlawn (Long Island), New York.





## As recognized bargaining agent, 696 gains salary increase and seeks improved contract

**696** EAU CLAIRE, WIS.—Salary raises of \$100 at the minimum end of the schedule, \$200 in the middle of the schedule, and \$300 a year at the maximum end went into effect for Eau Claire public school teachers on January 1.

This offer of the Board of Education was recently accepted by the Eau Claire Teachers Federation, AFT Local 696, which is the collective bargaining agent for the Eau Claire teachers.

Last spring the Federation requested a \$400-a-year raise on the maximum end of the salary schedule. The Board of Education countered with a proposal for a \$200 raise, which Local 696 rejected. Negotiations resulted in the \$100, \$200, and \$300 proposal, which was accepted by the Federation.

At the present time Local 696 is in the process of requesting several changes in the master contract, a written contract with the Board of Education, covering all phases of teacher-employer relationships. Some of the major changes being requested are:

1. A guarantee of position and salary status for any teachers who have entered or will be entering the military service.

2. A raise in pay for substitutes from \$7.50 a day to \$9.00 a day.

3. A provision that the Board of Education may request a teacher to retire at age 65, provided the Board of Education pays the difference between the teacher's retirement annuity and one-half the average salary of the highest five years of teaching service—as is done for firemen and policemen of Eau Claire.

4. The addition of a Visual Aids Director for the elementary schools of Eau Claire at \$100 a year above schedule.

5. A definite procedure for teachers to follow in presenting their grievances.

Two new committees, the Teachers Security Committee and the Education Committee, have been established this year by the Federation. The Security Committee handles all teacher security matters other than salary questions. So far, this committee and Superintendent Homer DeLong have been working on the question of summer school requirements and credits. One change that this group suggested and the Federation accepted was that teachers over 50 years of age could fulfill their summer school requirements by travel or by attending workshops.

The Education Committee is to study the needs of the children of Eau Claire to see what can be done to or with the schools to provide for a greater satisfaction of the children's educational needs. This committee will also be the liaison between the superintendent and the teachers.

The Eau Claire Federation recently decided to reaffiliate with the Wisconsin State Federation of Labor, in order to be in closer contact with legislative action on labor and educational matters.

From *The Wisconsin Teacher*

## Landis conducts labor course

**279** CLEVELAND, O.—Joseph Landis, former AFT president, has been named as the instructor of an interesting course of eight lecture-discussions at Cleveland College. The title of the series is "Understanding the Labor Movement," and discussions will be based on *Labor in America* by Mark Starr and Harold Faulkner.

## Bills on tenure and supervisory duties presented in California

**1020** MONTEREY COUNTY, CALIF.—The *Monterey Teacher* reports that the California Federation of Teachers is fighting anti-tenure proposals which have been made in the state legislature. The present requirement of 850 average daily attendance means that only the teachers of Los Angeles and San Francisco have tenure. The objectionable proposals would provide that teachers even in these places could be dismissed during their probationary period without cause. A counter proposal of the AFT group would provide for the elimination of the 850 ADA requirement for tenure in any district.

Another bill to be introduced would provide that all teachers be entitled legally to a duty-free lunch period. The Federation believes that careful planning of supervisory duties will be more effective than the present burdensome and often irresponsible type.

## Publicity undertaken on single salary plan

**66** BOSTON, MASS.—The Boston Teachers Union is very much disturbed to find that of the 44 largest cities in the United States 43 have single salary schedules and Boston is the only exception. They are, therefore, conducting a vigorous campaign for the single salary. As one device to gain publicity for the program, they have established a speakers' bureau which has arranged for members of Local 66 to address meetings of various local unions. Twenty-two such appointments were made in January. Space has also been assigned the teachers to present their case in the publications of many of the unions. Other means of implementing the program have also been studied.

## State-Boston Retirement System provides three options and accidental death clause

**66** BOSTON, MASS.—Some general provisions of the State-Boston Retirement System are:

1. Contribution: 5% of salary.
2. Compulsory retirement at age 70.

3. Voluntary after age 55 but the retirement allowance of a member who retires before age 65 is reduced one-twelfth percent for each month that retirement precedes age 65.

4. *Retirement allowance:* For service after July 1, 1937, to retirement, two fifths of the total deductions without interest in that period plus one-fifth of the first \$2,000. For service before July 1, 1937, 2% of the average annual salary not exceeding \$2,600 for the five-year period last preceding July 1, 1937, multiplied by the number of years of service before said date. The maximum retirement allowance is 80% of the average salary for two years prior to retirement. There is no minimum, but if the retirement allowance is less than \$240 a year he may be paid his accumulated deductions.

Option A provides for a full retirement allowance, ceasing with death.

Option B is a cash Refund Annuity. This provides a lesser retirement allowance with the provision that if the member dies before receiving in annuity payments the value of his accumulated deductions, the balance shall be paid to his nominated beneficiary.

Option C provides for a lesser retirement allowance and upon death, two-thirds of the allowance shall be continued and paid to his nominated beneficiary.

5. *Ordinary Disability Retirement:* One of the conditions is that the member have fifteen years of service. Incapacity has to be certified by the Medical Panel. The retirement al-

lowance would be equal to that to which he would be entitled at age 55 and based upon his creditable service at the date of retirement. If the member is a Veteran, and is disabled after ten years of service, his allowance would be one-half pay plus an annuity. The amount of the annuity would depend upon his age at time of retirement and how much money is credited to his account in the Annuity Savings Fund.

6. *Accidental Disability Retirement:* An annuity based on his accumulated deductions. A pension equal to two-thirds of his regular compensation on the date of the injury. An additional pension of \$260 yearly for each child under age 18. The total not to exceed the annual rate of his salary.

*Accidental Death Benefit:* If a member is killed in the performance of his duty or dies as a result of injury, two-thirds of his compensation would be paid to his wife while she remains unmarried plus \$260 for each child under age 18, such total not to exceed full salary. If there be no wife, then to the dependent aged parents, and if there be no dependent parents then the same pension will be paid to a guardian for a child or children until the eighteenth birthday.

## C.T.U. Credit Union has twentieth birthday

**1** CHICAGO, ILL.—The Chicago Union Teachers Credit Union celebrated its twentieth birthday at its annual meeting on Saturday, January 20. Started in 1931, with unlimited ambition, it had a very limited supply of cash during its early years. In the annual report, Howard S. Bechtolt, first president of the organization, described the cautious beginnings of the now large credit union. He emphasized the two great advantages of this type of credit organization: the savings it effects for those who need its services, and the opportunity for investment it provides.

In 1931 the infant organization made a total of five loans amounting to \$1,200; in 1950 it made a total of 1,564 loans amounting to \$1,245,620. In its twenty years of service, a total of 16,091 loans have been made. The treasurer's report for 1950 lists the assets of the credit union at more than two million dollars—\$2,055,962.14 to be exact.

## Chicago Teachers Union wins salary increase

**1** CHICAGO, ILL.—The Chicago Teachers Union, working toward a maximum salary of \$6,000, has made another step in that direction. On January 1, 1951 teachers' salaries were increased by amounts ranging from 5½% to 8%. The minimum for elementary teachers, who have a five-hour day, is now \$2,700 and the maximum is \$4,540. For high school teachers, who have a six-hour teaching day, the new minimum is \$3,200 and the maximum is \$5,445.

The difference between the salaries of elementary teachers and high school teachers is based on the length of the teaching day.

## Royal Oaks teachers ask tax refunds

**770** ROYAL OAKS, MICH.—Through the efforts of their local, two Royal Oaks teachers have been helped to file requests for deductible amounts which they spent for study and had not claimed in their 1949 income tax returns. These appeals were based on the information presented to the AFT convention last August. Although fifteen teachers of the community had taken required courses, they were not all eligible to file a claim because only two had filed the long form of income tax return. A tax expert, sent to the local by the AFL, has advised that all teachers who take courses required to retain their positions file the long form of income tax return so that the costs of study may be deducted.

## Seek duty-free period

**111** PORTLAND, ORE.—From a survey of 28 elementary schools used for the purpose of studying the lunch period situation, the working conditions committee of Local 111 found that 55% of the teachers did not have the full noon hour free. Some teachers cared for the children's lunch hour until 12:00. In some schools the primary teachers were on duty two or three times each week. While the lunch period situation shows a great improvement over former conditions in many schools, the results of the noon survey reveal the need for better organization in some schools to give teachers time for a lunch period free from supervision of any kind.



## Dr. Smith of 238 adds text to his series

### 238 MINNEAPOLIS, MINN.

—Dr. Victor C. Smith, science teacher at Ramsey Junior High School, again is experiencing the satisfaction of opening the pages of new textbooks of which he is principal author. The new series, *Science for Modern Living*, includes nine books for grades one to nine. The books have been in production for five years.

The approach of the entire series is to interpret the normal experiences of children in terms of science. How to understand and use a bicycle, how to select and care for a dog, and a trip to a museum are typical subjects for functional units in the intermediate grades. Stress is laid on science principles involved in ordinary living.

Dr. Smith has long been active in

curriculum work, serving at present as a member of the Minneapolis Curriculum Coordinating Council and the Science Curriculum Committee of the Minnesota State Department of Education. He has taught in Ramsey Junior High School since it was built, and for a year and a half in Washburn. He has also taught summer sessions at the University of Arizona and at Eastern Washington College.

As a faithful worker in the Federation, Dr. Smith has served two terms as vice-president of Local 238, and has been chairman of the professional affairs committee. He was a delegate to the CLU for one year, and has served as a member at various times of committees on salary, welfare, public relations, and publicity.—*The Minneapolis Teacher*

## New schedule in West Milwaukee goes to \$5384

### 1067 WEST MILWAUKEE, WIS.

—Efforts of the West Milwaukee Local have resulted in the adoption of a salary schedule which incorporates the 1950 cost-of-living bonus into the base pay schedule:

1. With no degree—less than 128 units—\$2484 to \$4284.
2. With an AB or 128 units—\$2684 to \$4684.
3. With an MA or 160 units—\$2784 to \$4984.
4. With 176 units—\$2784 to \$5184.
5. With a PhD or 192 units—\$2784 to \$5384.

Another important achievement was recognition of equivalencies for preparation credits and the establishment of salary schedule classifica-

tions in terms of units of preparation rather than degree status alone. In order to prepare a set of standards for evaluation of training and preparation, the superintendent is authorized to appoint a committee to make recommendations.

Substitutes also benefited from the adoption of the new schedule. The wage scale for Preferred List Substitutes was changed from a per diem to an annual basis, although the per diem rate for emergency substitutes continues without change. In addition it was agreed that pay schedules for extra-curricular activities were to be revised. Administrators, too, gained by having the cost-of-living allowance incorporated in their schedules. The new scale became effective January 1, 1951.

## Distinguished poet joins Rutgers faculty

### 482 PATERSON, N.J.

—Louis Ginsberg, poet, author, and teacher, has been appointed to the English department of Rutgers University, where he is presenting courses in English composition. Mr. Ginsberg has had his poetry included in *Untermeyer's Modern American and British Poetry* and in other collections, including a forthcoming Pocket Edition of *American Poetry*. Last year he won the Korn lyric poem contest conducted by the Poetry Society of America.

Several of the poems of this outstanding member of Local 482 have been published in the *AMERICAN TEACHER*.

## Detroit assured of annual increase

### 231 DETROIT, MICH.

—The Detroit Federation of Teachers has been working for a \$6000 maximum for teachers with an M.A. Although their schedule lacks much to achieve that end, they have won two significant promises from the Board of Education. One is the pledge, made in the form of a resolution to be placed in the record, that the goal of the Board is \$6000. The other is the definite promise of increases in the maximum salary by \$194 next year and \$200 for the following year. The salary maximum in Detroit, after the increases reported in *THE AMERICAN TEACHER* in February, is about \$5200.

## Wisconsin college locals form council

Representatives from AFT locals 79, 223, 917, 1036, and 1072 met at Madison on December 2 to study problems of higher education in Wisconsin. Four major recommendations to the membership of the respective locals were agreed upon: (1) to form a Council of Wisconsin State Teachers College Unions; (2) to give immediate consideration to organizing AFT locals at the other teachers colleges; (3) to seek an immediate cost-of-living adjustment increase on present salaries, and (4) to urge an upward revision of the salary schedule which is to go into effect July 1, 1951.

The new council will be composed of two representatives from each teachers college local, one representative to serve for one year, the other for two years. The officers will consist of a secretary and a chairman, the chairmanship rotating each year among the locals affiliated.

John Dulka of Local 79, who was elected provisional chairman, stated that the members had discussed the possibility of giving aid to the immediate organization of locals in Oshkosh, River Falls, La Crosse, Superior, and Platteville by means of mutual support and encouragement.

Formation of the Council had been urged previously by former WFT president E. C. DeBraie, and is strongly supported by the new WFT president, Leo Smith.

## Fond du Lac pay raised

### 1004 FOND DU LAC, WIS.

—All Fond du Lac teachers will receive an immediate salary adjustment of \$230 in addition to other changes in the schedule. The school board also voted to add another \$100 step on the maximum of the single salary schedule now in effect.

The salary negotiations, under way for several months, were handled by Local 1004's Salary Committee, with Clarence Sebranke as chairman, and Helen Martin, Harry Ziegert, and James Carpenter serving with him. The committee based its plan on a cost-of-living adjustment to be added to the present schedule adopted in 1948.

The new schedule, which goes into effect the second semester, will have a starting salary of \$2,630. Maximum for the bachelor's degree will be \$3,930 and for the master's degree, \$4,130. Annual increments will remain at \$100.

# A. F. T. Literature

## Price List

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